A young man with dark hair, wearing a red t-shirt with a white graphic, is focused on working on a bicycle. He is using a yellow-handled tool to adjust the rear wheel. The bicycle is mounted on a red repair stand. In the background, there are several other bicycles hanging from a blue rack in a well-lit workshop or garage. The scene is overlaid with a semi-transparent blue box containing text.

Strategies for Increasing SRTS and Bicycling in Low Income Communities

Wednesday, November 30th, 1-2PM EDT

Safe Routes to School National Partnership



Agenda, November 30th, 2011

Welcome, Administrative Details and Introduction

Dave Cowan, program manager
Safe Routes to School National Partnership

SRTS, Bicycling and Low-Income Communities

Robert Ping, state network director
Safe Routes to School National Partnership

Ed Ewing, director, Major Taylor Project
Cascade Bicycle Club

Keith Holt, director
Milwaukee Bicycle Works

Question and Answer



Getting Kids Bicycling in Lower-Income Communities

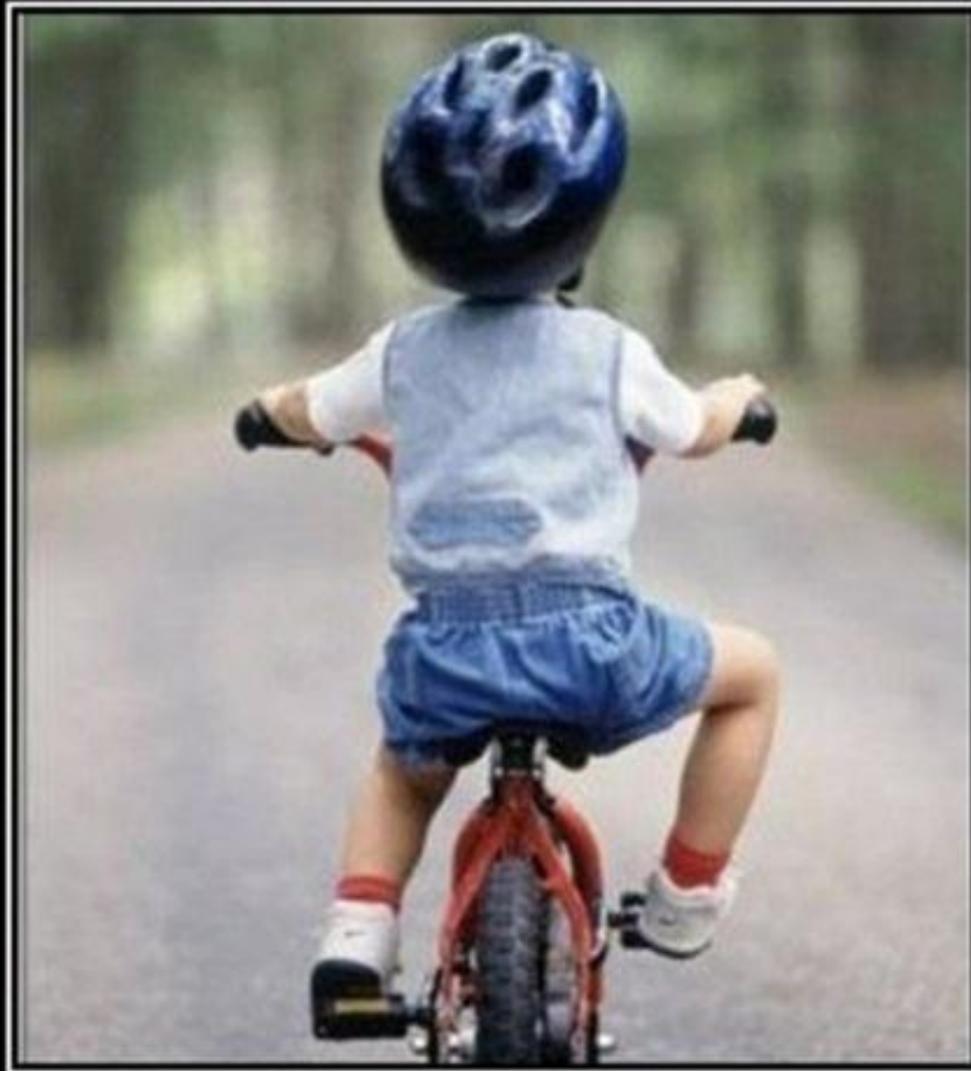
Robert Ping
State Network Director
SRTS National Partnership


BILLABONG



42% of US children live in low-income families:

- 60% of Black and Latino children
- 57% of American Indian children
- 30% of White children, 27% of Asian children



PRAYER

I asked God for a bike, but I knew God doesn't work that way. So I stole a bike and asked for forgiveness.



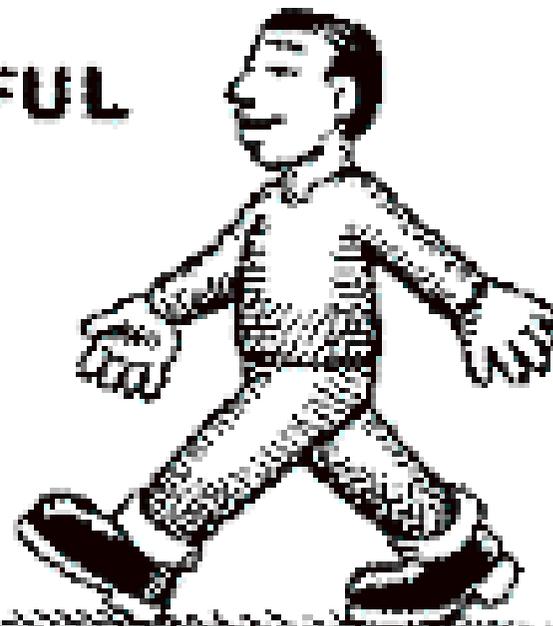


Community Cycling Center – Portland, Oregon

SUCCESSFUL MAN



**UNSUCCESSFUL
MAN**



SINGER



Cycling is Viewed as a Rich White Man's Sport

- Bike advocacy has not been inclusive
- Emphasis has been on elite riding
- That can change! SRTS may be doing just that...



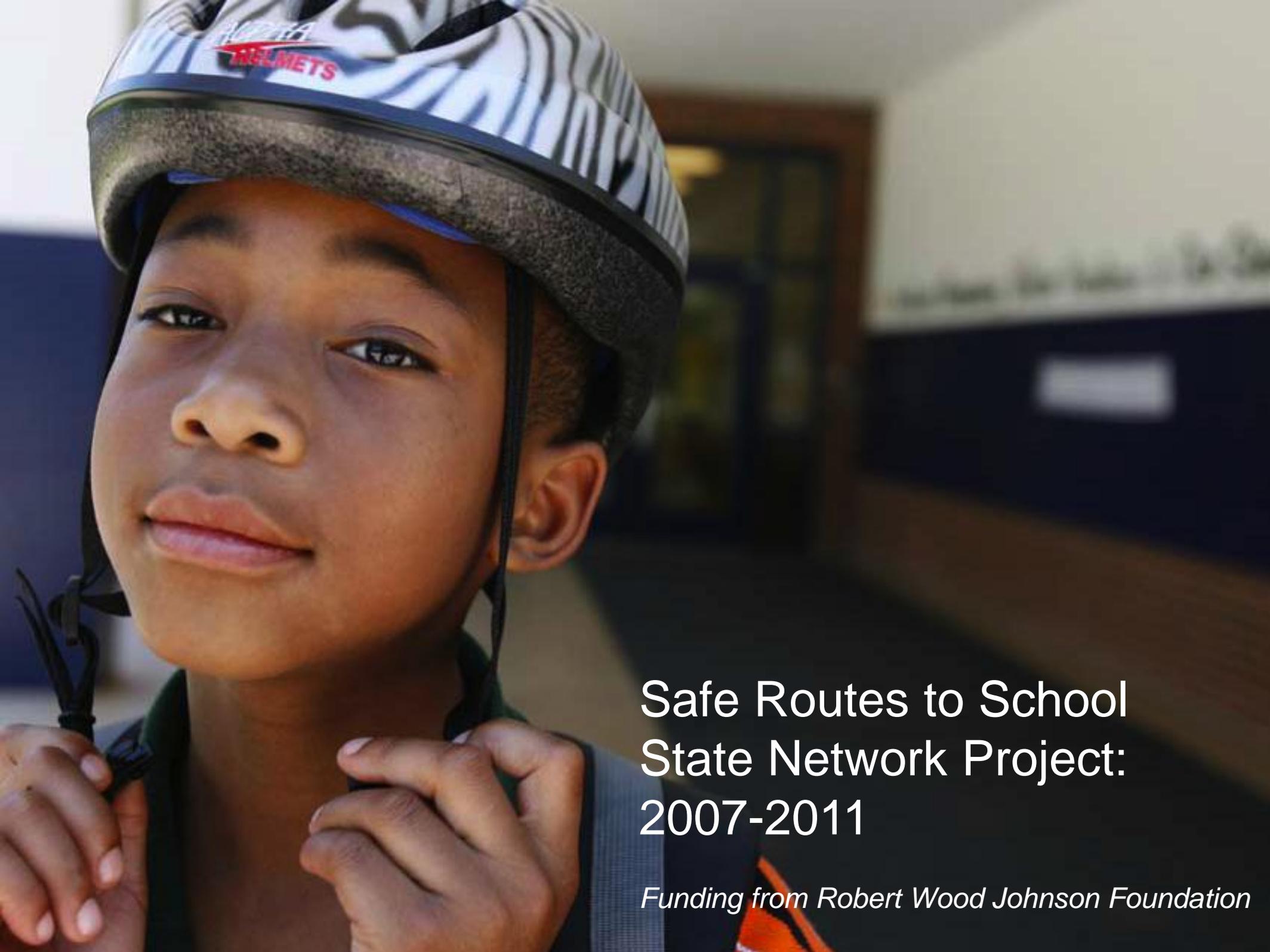
It's OK to Talk About Race, Class and Culture!

- Cultural competence – bring a partner who is, if you are not
- Don't expect resolution, just listen, consider and plan



It Takes Time to Build Trust and Credibility

- Make sure that the community is represented
- Don't expect change in attitude right away



Safe Routes to School
State Network Project:
2007-2011

Funding from Robert Wood Johnson Foundation



SRTS State Network Project

- ✦ Build coalition of agencies and advocates
- ✦ Research policy issues in the state
- ✦ Analyze state SRTS program for equity
- ✦ Offer techniques to reach and assist low-income communities:
 - ✦ *technical assistance,*
 - ✦ *trainings,*
 - ✦ *engineering services,*
 - ✦ *planning grants*
 - ✦ *allowing for local paid Safe Routes to School leaders to be eligible for funding from the state*

✦ Visit saferoutespartnership.org/state to learn more about the Project





Missouri State Network: Low-Income Action Team

- Research showed less applications from low-income
- Action Team formed: MoDOT, local advocacy groups
 - Conducted outreach and training
 - Over 5 x low-income applications
 - Over 2x communities of color applications

Northwoods, Missouri



- 98% poor, 100% students of color
- Missouri SRTS coordinator's grant application seminar also a webinar to Network partners
- Trailnet hosted Normandy school district and grant writer attended
- Grant was one of best in state, award of \$250,000



Segregation and Neighborhood Schools – Is It Happening?

- Nashville, Raleigh lawsuits and Charlotte policy debate
- Segregation busing – does it make sense?

Walkable Schools and Diversity

- Partnerships with many sectors
- Convenings – NYC and Detroit
- Framing Paper in October
- Policy Recommendations

-



Gilroy, CA- Neighborhood School Policy



- Reduced bus and ed costs
- Increased parent involvement
- Increased segregation



Portland, Oregon - Harvey Scott Elementary

- 10% black, 16% Asian, 42% Latino
- Parents surveyed keeping kids there because of:
 - cultural diversity
 - sense of community





National/State Policy Recommendations

- Create simple evaluation tools to measure safety improvements—not just mode shift
- State SRTS programs should:
 - Track economic and geographic distribution of applications and awards
 - Provide extra help to underserved communities and schools during application and implementation
- State advisory committees should include underserved communities, communities of color

Lower-Income State Policy Paper:

<http://www.saferoutespartnership.org/state/bestpractices/lowincome>





Local Policy Recommendations

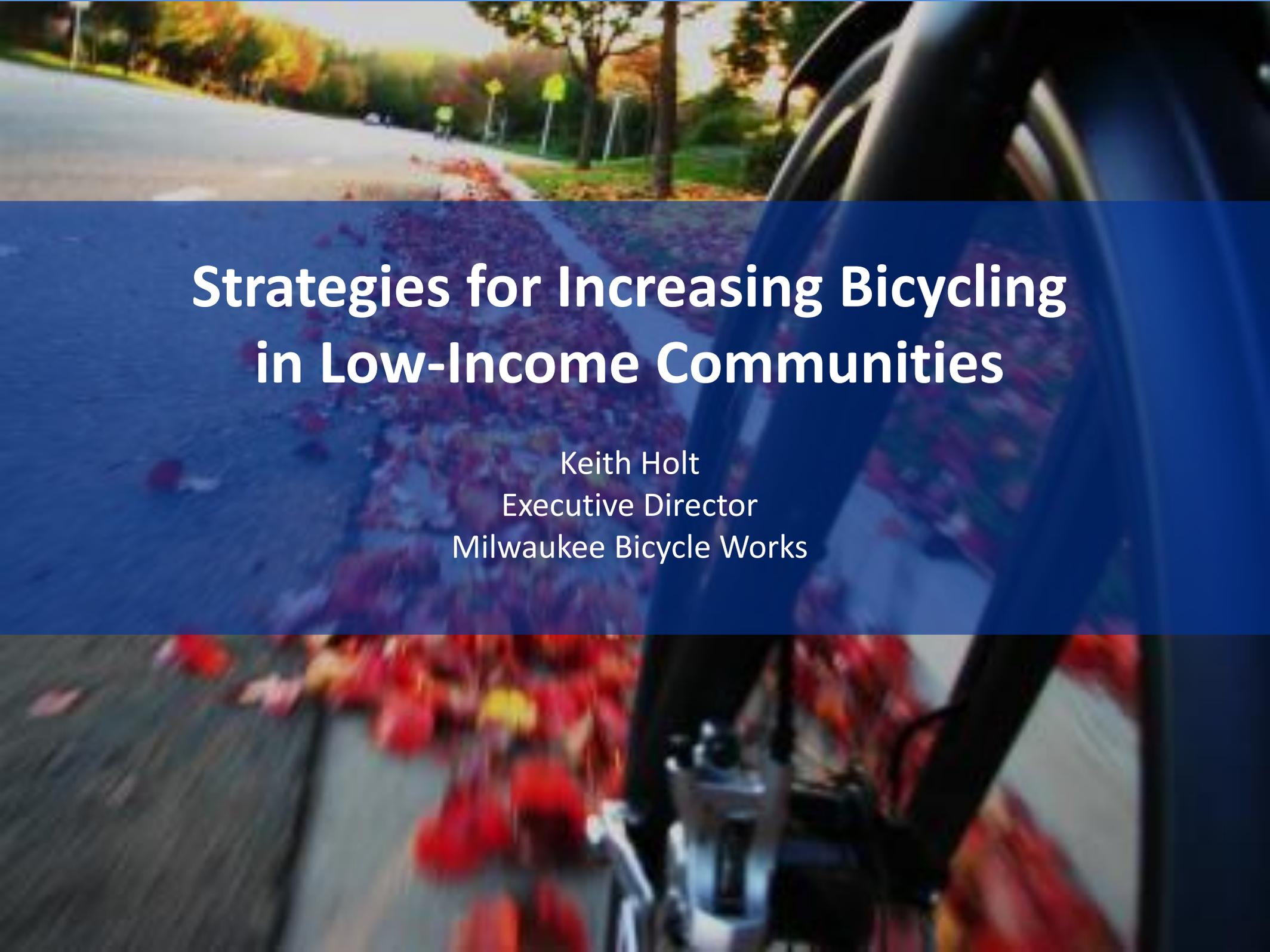
- Involve underserved community leaders/champions in planning – committees, task forces, school teams
- Advocate that city/county governments build solutions for underserved schools and communities into budgets, policies, programs
- Encourage school districts to pass walk/bike policies at all schools and ensure that underserved schools get support and resources to apply for SRTS grants.





**Getting Kids Bicycling
in
Lower-Income Communities**

Robert Ping
State Network Director
SRTS National Partnership



Strategies for Increasing Bicycling in Low-Income Communities

Keith Holt
Executive Director
Milwaukee Bicycle Works

A person is riding a bicycle on a paved path. The path is lined with trees, some of which have autumn-colored leaves. The background shows a road and more trees. The image is overlaid with a blue semi-transparent box containing text.

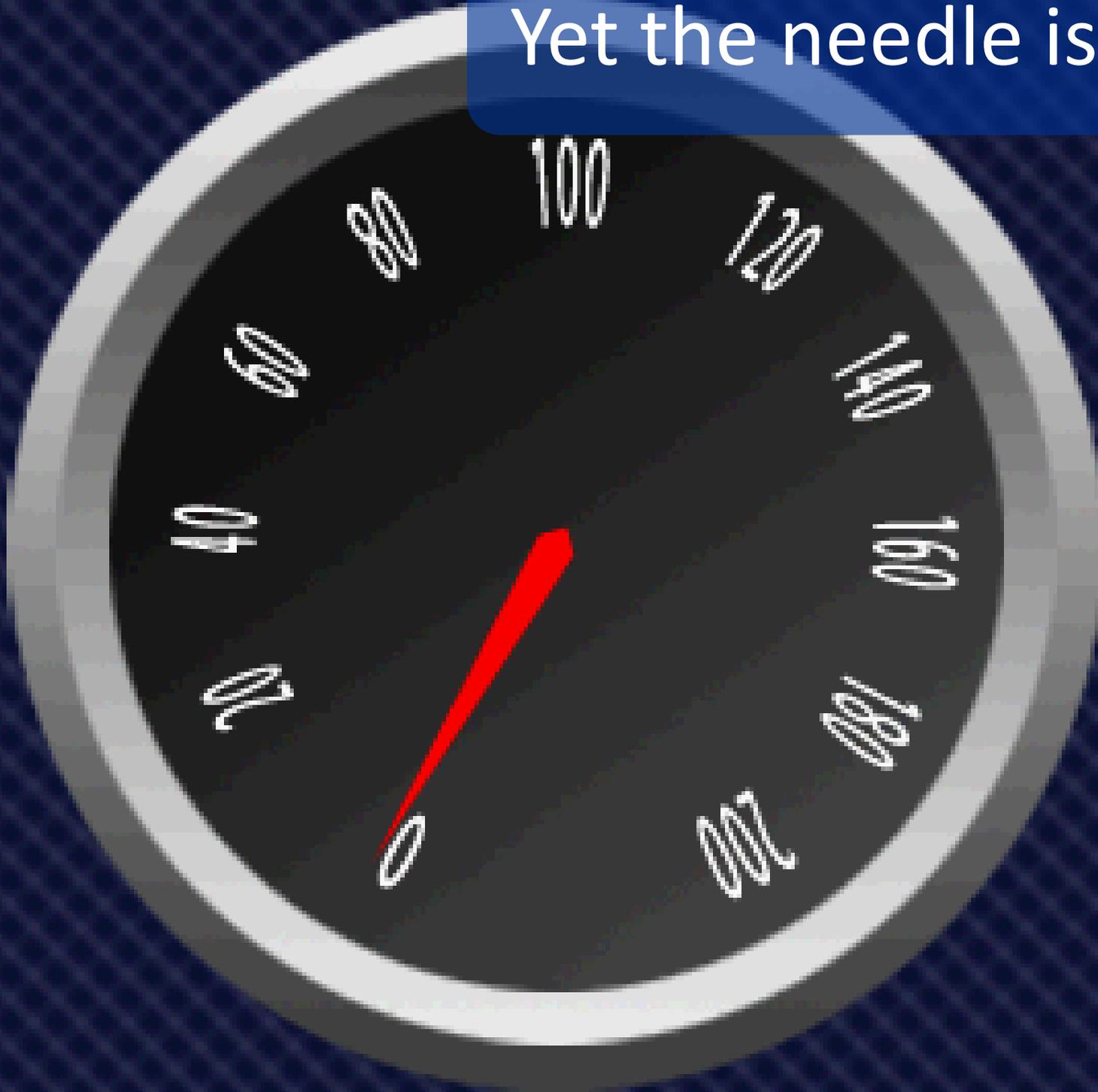
Setting The Stage

- Milwaukee, Wisconsin
- 54 miles of bike lanes
- 25 miles of trails
- 4th poorest city in the nation
- Majority minority city
- Challenging public transportation option



- Bronze bike friendly status
- A generally supportive political environment
- One of the largest retail bike shop chains in the nation, in Wheel and Sprocket
- Very low traffic congestion on the streets
- Bike Federation of Wisconsin has an office here

Yet the needle isn't moving

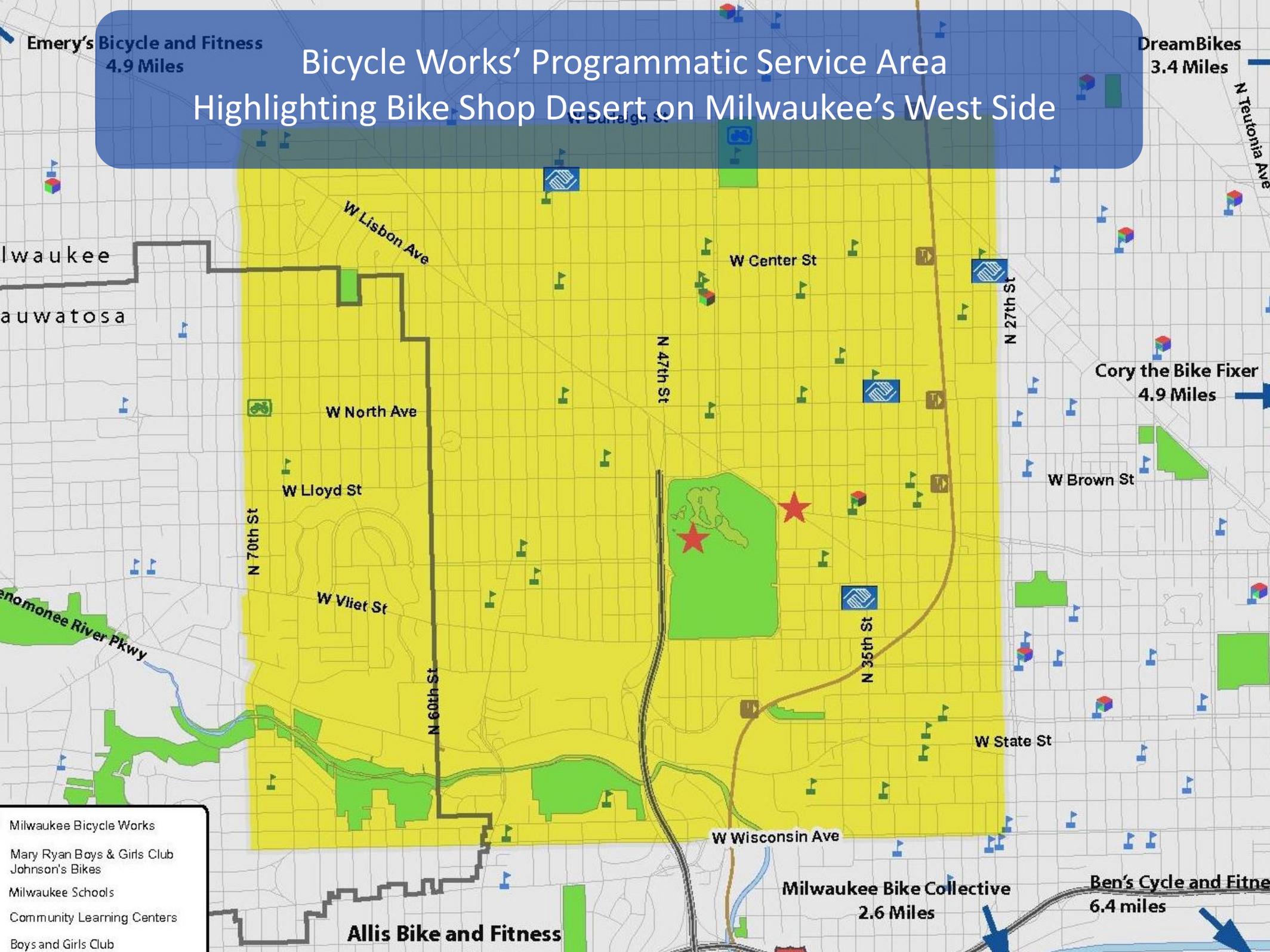


Three Main Barriers

A young man with short dark hair, wearing a red t-shirt with a white paw print graphic, is focused on working on a red bicycle. He is using a yellow-handled tool on the front wheel. The background shows a well-lit workshop or bike repair shop with many other bicycles hanging from racks and blue repair stands. The scene is captured in a slightly blurred, candid style.

- Buy a bike
- Get a bike fixed
- Someone to ride with

Bicycle Works' Programmatic Service Area Highlighting Bike Shop Desert on Milwaukee's West Side



Emery's Bicycle and Fitness
4.9 Miles

DreamBikes
3.4 Miles

Cory the Bike Fixer
4.9 Miles

Milwaukee Bike Collective
2.6 Miles

Ben's Cycle and Fitne
6.4 miles

Allis Bike and Fitness

- Milwaukee Bicycle Works
- Mary Ryan Boys & Girls Club
- Johnson's Bikes
- Milwaukee Schools
- Community Learning Centers
- Boys and Girls Club

Milwaukee Bicycle Works



Where are we today?



Partnership and Programming



Milwaukee Junior
Cycling Team



WASHINGTON PARK PARTNERS

WE ARE

THE CHANGE





Keith Holt
Executive Director
Milwaukee Bicycle Works

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414-212-5356

www.MilwaukeeBicycleWorks.org



The Major Taylor Project

Empowering Youth Through Cycling

Ed Ewing, director, Major Taylor Project
Cascade Bicycle Club



The Major Taylor Project

Empowering Youth Through Cycling

- Started in 2009
- After school cycling & maintenance program
- YTD 450+ youth reached
- 45 completed the 206 mile STP
- 60 completed 'Earn-A-Bike'
- South & Southeast King County
- 6 Locations

Cascade Bicycle Club

Seattle

- **Creating a Better Community Through Cycling**
- **Advocacy**
- **Education**-Major Taylor Project, Urban Riders, Basics of Bicycling
- **Events & Rides**
- **Community**
- **40 years old**
- **14,000 members**

Seattle

A nighttime photograph of the Seattle skyline. The Space Needle is the central focus, illuminated with green and yellow lights. The city lights are visible in the background, and the foreground shows a dark, silhouetted area with some lights.

- **Geographically Diverse**
- **Strong Immigrant Population**
- **South & Southeast King County**
- **African, African American, Asian, Latino, Pacific Islander, Middle Eastern, Native American**
- **98118 Most Diverse Zip Code**

Biking & Diversity



- Biking, Golf, Tennis, Skiing = \$\$\$
- Awareness, Access, Opportunity
- Challenge presented by Ron Sims
- Community & Membership Diversity
- Organizational Objective
- Major Taylor Project

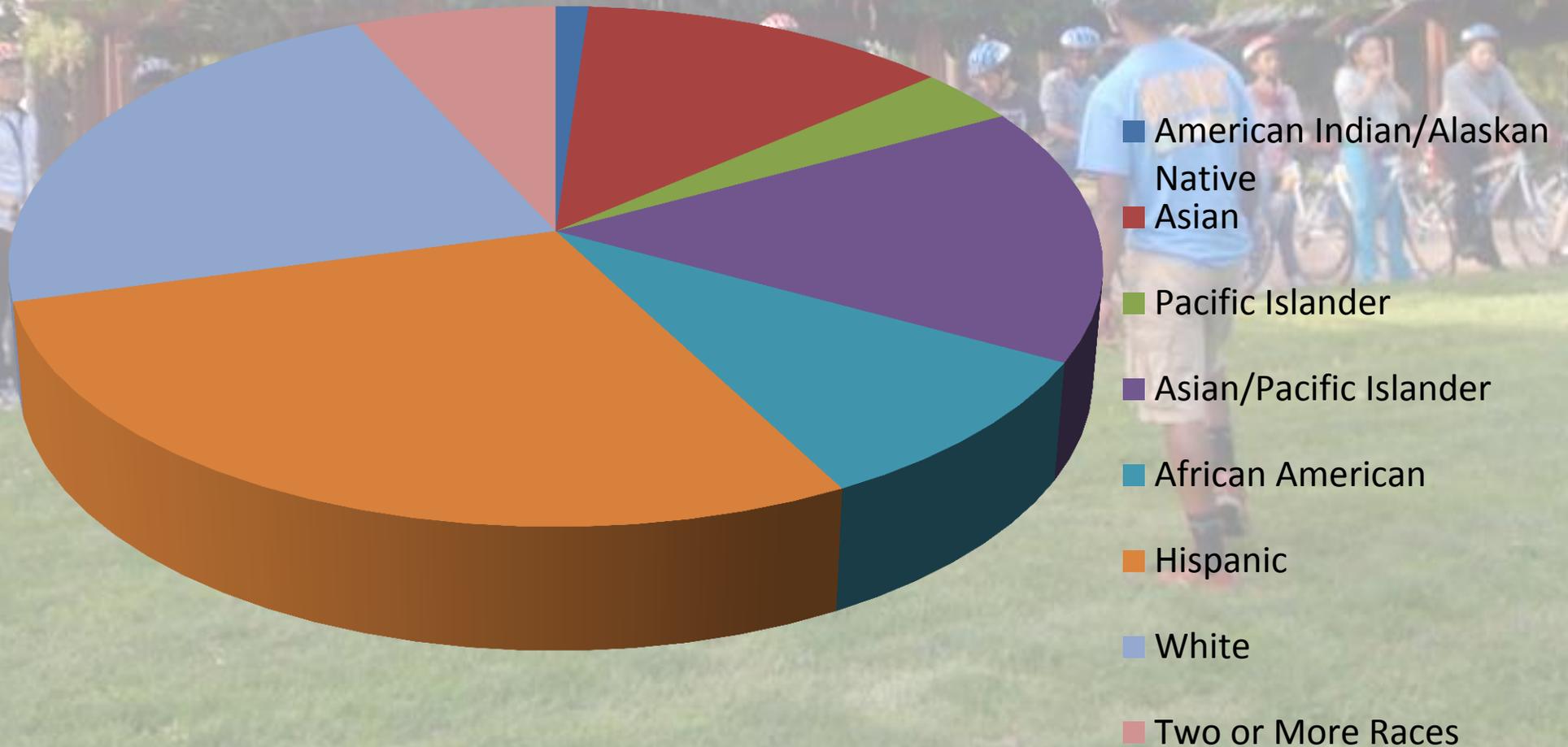
Community Partnership



- Community “Touchstones”
- Mutual Understanding & Transparency
- Free/Reduced Lunch Reporting
- Limited Resources
- Cultural Influences
- Greater Community Support

Highline School District

Free/Reduced Meals 66.9%(reported)



Committed Resources

A photograph of a group of people at a bicycle event. In the foreground, a man with long dreadlocks, wearing a red helmet and a white t-shirt with 'REDLINE' and 'CASCADIA' logos, is looking down at a woman. The woman is also wearing a red helmet and a white t-shirt with 'REDLINE' and 'CASCADIA' logos. They are both on bicycles. In the background, many other people are wearing helmets and t-shirts, some with 'REDLINE' and 'CASCADIA' logos. The scene is outdoors with trees in the background.

- Shared Vision
- Cascade Bicycle Club
- King County Metro, Group Health Cooperative, Raleigh Bicycles, Redline, Recycled Cycles, 'Spinathon'
- Grants-REI, Specialized, Seattle Parks & Rec, Boeing
- Individual Donations
- Community Volunteers

Urban Riders

- Jr. High School
- 6-8 week, after school biking program
- Road Rules, Riding in Traffic, Hand Signals, Bike Safety, Helmet Fitting, Route Planning, Fix-A-Flat, Fun!
- Safe Routes to School
- Bikes, New & Used, Earn-A-Bike
- Colocation-Denny International Middle School(67.3% Free/Reduced*), Chinook Middle School(82% Free/Reduced)

A group of people, likely athletes or volunteers, are huddled together. They are wearing various athletic items, including a white shirt with 'REEDLI' and 'PRIMAL' logos, a blue shirt with 'health' visible, and a blue shirt with 'PIKE' and 'CBRE' logos. A blue semi-transparent overlay is positioned over the center of the image, containing the title and a list of bullet points.

Commitment to Change

- **Organization & Community Commitment**
- **Understand Community & Needs**
- **Sustainability Planning**
- **Shared Vision with Committed Partners**
- **Dedicated Volunteers**
- **Empowered Youth**



The Major Taylor Project

Empowering Youth Through Cycling

Ed Ewing, director, Major Taylor Project
Cascade Bicycle Club



Q & A

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Keith Holt, director
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Robert Ping, state network director
Safe Routes to School National Partnership
robert@saferoutespartnership.org



Resources/Links



Tip Sheet #6

www.saferoutespartnership.org

Strategies for Increasing Safe Routes to School and Bicycling in Lower-Income Communities



Bicycling is a key strategy for Safe Routes to School programs looking to encourage students to travel short and long distances. However, the challenges in promoting bicycling in most lower-income neighborhoods can seem like an obstacle to even the most persistent Safe Routes to School program. Lower-income communities can face many issues that act as barriers to long term participation in bicycling such as equipment and maintenance, crime and bullying, little to no bicycling infrastructure, lack of green space and recreational destinations, graffiti, even stray dogs and abandoned houses. Ironically, lower-income neighborhoods may have the most to gain from engaging in bicycling for recreation and transportation. We do know that higher-income communities that have effectively implemented bicycling strategies in their Safe Routes to School programs have seen exciting results. In order to simulate similar success in lower-income communities Safe Routes to School practitioners need to be aware of the barriers that lower-income communities face, not just in relation to bicycling, but also the systemic issues and how to deal with them.

Access to Bicycles and Equipment

Families in lower-income communities may not have the resources to purchase and maintain bicycles, or may not see the financial value of purchasing bicycles for their children. Many community groups have worked to combat the lack of bicycles by providing an influx of bicycles through donations from community members, organizations or bicycle manufacturers, grant funding, and **partnerships with bike shops**. Local activists put more bicycles in the hands of the community through **Earn-a-bike/build-a-bike programs**. These programs teach important maintenance skills by working on donated bikes

that the student ultimately keeps. Some Safe Routes to School programs have worked to get donated bicycles from the larger community, through bicycles the police department has recovered and then can donate after a given holding period (typically 90 days) or even bicycles acquired at the city dump or through other groups that are then fixed up by a group of volunteers. A recent Portland, Oregon program is working to introduce bicycling to families without bicycles by providing a very inexpensive rental period to test ride program bicycles as a family. These methods are a fantastic way to inject bicycling into a community and are best when supported by additional programs that address many of the other barriers to bicycling in lower-income neighborhoods.

Crime is a significant issue that affects many aspects of living in many lower-income communities. With regards to bicycling, families may find it difficult or even impossible to justify the purchase of a bicycle that could be stolen from



photo - @sprockets



Implementing Safe Routes to School in Low-Income Schools and Communities

A Resource Guide for Volunteers and Professionals





Closing

- **Tip sheet**
- **Webinar recording**
- **PDF of PowerPoint slides**
- **Questions and answers from the webinar**

Thank you to the SRAM Cycling Fund for sponsoring this webinar series!